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AUTHOR Gideonse, Hendrik K.
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ABSTRACT

Teachers should be viewed as decision makers who are required hourly to make serious value choices, who serve both individuals and society, who are in an institution where real power differentials exist, and whose learning and teaching responsibilities are increasingly supported by an empirical research tradition requiring highly situational interpretation. Four images of the teacher's role are: (1) the teacher as an artist, prepared by practitioners and master performers in the fashion of an apprentice; (2) the teacher as a moral craftsman, which implies the selection, training, and support of teachers who have the propensity or capacity for making moral decisions; (3) the teacher as an applied scientist, with teacher preparation that is keyed to the research base on teaching effectiveness and carried out in clinical sites; and (4) the teacher as a decision maker, focusing on decision making functions and responsibilities. Three areas of these roles are explored: the knowledge a decision-maker image would require teachers to acquire; preparation models for teacher education; and selection criteria for future teachers. (JD)

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GUIDING IMAGES FOR TEACHING AND TEACHER EDUCATION[1]

Hendrik D. Gideonse
Professor of Education and Policy Science and Dean
College of Education
University of Cincinnati

Those of us responsible for educating teachers find ourselves surrounded by advice. We are told to: raise admission standards; press for scholarships; join the profession in demanding better conditions of professional practice; use tests (a) for entry, (b) within the teacher preparation programs, and (c) at the end; improve the relevance and quality of the professional portion of the training program; increase the amount academic time spent on learning subject matter content later to be taught; and to stand aside while alternate routes to certification are developed, some of which, like New Jersey's, are naked attempts to bypass virtually any kind of responsible professional preparation whatsoever. To disagree with any of the prescriptions is surely to risk being labeled defensive or obstructive. Furthermore, to try and take leadership positions within the teacher education, given its diversity and proliferation, is equally certain to incur the objections of representa-

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tives of institutions whose general character is different from your own or who, following hoary traditions of competitiveness within academe, have an idea slightly different from yours.

We live in interesting times, indeed!

I want, therefore, to take a somewhat different tack for a few moment and, first, deliberately ignore the complexity of the issues. Taking a page from Kenneth Boulding I am going to ask you to think with me about guiding images for teaching. A guiding image, of course, is not a de facto picture, that is, one that accurately characterizes present circumstance. It is one that has normative status, one which it is felt ought to guide our conceptualization of teaching at its best and at the farthest limits of current possibility.

The key words in that last sentence are "best" and "farthest limits." We cannot be allowed to avoid the exercise of judgment as to worth. Neither should we allow ourselves to go beyond the limits of the possible; pie-in-the-sky will get us no further than it has gotten anyone else. The purpose of the guiding image exercise is to test the implications of those images for shaping the selection, preparation, and conditions of practice for teachers.

In sum, I am trying to encourage us to think at high levels of generality, responsibly, and with attention to implications. Unless educators do this we reduce ourselves to a hopeless muddle of competing views, unarticulated and unexamined as to implications, and, borrowing a phrase from Cohen, March, and Olsen, to a

process of implementing solutions still in search of suitable problems![2] My underlying premise is that no solutions to the puzzles of teacher education will be found; they must be designed.

Four Images of What Teaching Might Be

There are in the literature, no doubt, probably dozens of thinkpieces casting images of what teaching might be. I want to focus on four that capture, I believe, the major competing themes we see about us.

Teacher as Artist

There is a substantial literature, flowing from both the academic and the practitioner community, offering conceptions of teaching as an art. Those who profess this particular view tend to focus on the "performances" teachers give, the importance of creativity in highly successful teaching, and the necessity for sensitivity and devotion the public associates with other kinds of artists.

There are some points of divergence among proponents of this view. Some would focus more on the aesthetic dimensions of teachers as artists; others would place their emphasis on the performance requirements; still a third group would focus on the concept of practical arts attending more to the unpredictability

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[2] Michael D. Cohen, James G. March, and Johan O. Olsen, "A Garbage Can Model of Organizational Choice," Administrative Science Quarterly, March, 1972, pp. 1-21.

of the teaching situation and the need for minute, highly situational adjustments that are nonetheless valid and effective.

What are the implications of accepting teaching as an art form? In speaking to entry criteria for teacher preparation, those who hold this view seek to specify the talents required for the art. They would assess aptitudes for the art. They would hold auditions in the course of which teacher educators would seek to observe the presence of teaching instincts.

Teacher preparation would be conceived as apprenticeship, would be guided by practitioners and master performers, take place in real settings with real students, and would probably exude a competitive atmosphere.

The conditions of practice suggested by this image of teaching would be compensation relative to performance, peer judgments of worth, a star system supported by a "corps de educare," and teaching (as contrasted to learning) oriented.[3]

Teacher as Moral Craftsman

Alan Tom, in a conceptually provocative book, contends that teachers ought to be viewed as moral craftsmen. Tom defines moral craft as "a reflective, diligent, and skillful

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[3] This sketch of the implications of viewing teachers as artists is drawn and derived from Harry A. Dawe, "Teaching: A Performing Art," PHI DELTA KAPPAN, April, 1984, pp. 548-552.

approach toward the pursuit of desirable ends."[4] He would ask us to focus on the intentional character of the teacher's role and the responsibility always to pursue desirable goals.

Tom uses the word "moral" to refer to more general questions of valuation. He asks: "What really matters during one's life? During one's career? During the next day or two? To what end does one pursue a particular activity?"[5] For Tom, teaching is moral in two distinct ways, first, because of the dominant power position of teachers relative to students, and, second, because a curriculum plan selects certain objectives or pieces of content instead of others.

The implications of this image for selecting, training, and supporting teachers are different from those of the performing artist image. Presumably we would want to select students who indicated either the propensity or capacity for making moral decisions, who had the talent for the craft aspects, and who, taking my cue from Professor Thomas Green, exhibited the craft, membership, sacrifice, and imagination "voices" necessary to the expression of conscience in a technological society.[6]

Teacher preparation in the moral craft image would encompass broad, rigorous intellectual training suited to the refinement of

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4 Alan Tom, Teaching as a Moral Craft, Longman, Inc., New York, 1984, p. 128.

5 Ibid., p. 78.

6 Thomas F. Green, The Formation of Conscience in an Age of Technology, The John Dewey Lecture, 1984, Syracuse University, The John Dewey Society.

moral skills and capacities coupled with apprenticeship models to develop the craft skills.

The conditions of practice best suited to this image include high degrees of individual professional autonomy and opportunity for the sharing of perceptions among teachers to assure balanced perspectives on the value decisions being made. The orientation is likely to encompass a blending toward teaching and learning, rather than a predominant focus of one over the other.

Teacher as Applied Scientist

At its heart, the image of teacher as applied scientist is based on the belief that certainly regularities can, in fact, be established between teaching strategies and learner outcomes, and that, to the extent that those regularities are established to be valid and reliable, the task of teachers is to employ those strategies in the course of their daily work.

The teacher as applied scientist is perhaps most closely associated with the teacher effectiveness research of such scholars as Brophy, Doyle, Good, Rosenshine, Stallings, Gage, B.O. Smith, or Resnick to name just a few. While the critics of the applied science metaphor seem to suggest that its proponents hold a very narrow empiricist view, the title of Gage's important little book, The Scientific Basis of the Art of Teaching, suggests the more modest postures, in fact, held

There are, once again, implications of this particular guiding image for teacher selection, preparation, and practice. If teaching is understood as applied science, then those selected for preparation must be those with the intellectual capacity to understand the science.

Teacher preparation must be keyed to the research base on teaching effectiveness and must be carried out in clinical sites that are themselves conducted according to the understandings derived from that research.

Conditions of practice within schools must be characterized by continuous in-service on the developing empirical knowledge base in teaching effectiveness. School administrators must be knowledgeable about the teacher effectiveness research and be prepared to support teachers developmentally and in terms of teaching materials, equipment, organization, and mixtures of students as suggested by research evidence. Practice is likely to be more highly systematized and to be teaching oriented, yet keyed tightly to the ongoing measurement of student outcomes.

Teacher as Decision Maker

A fourth image of teaching focuses on its decision making functions and responsibilities. Two proponents of this view, David Berliner and Arthur Bolster, offer different dimensions. Berliner asks us to focus on the "executive" functions of the

teacher:[7] planning; communicating goals; regulating activities; creating pleasant environments; educating new members of the work group; articulating the work of the specific site with others in the system; supervising and working with other people; motivating those being supervised; and evaluating the performance of those supervised.

Arthur Bolster, focusing on the structure of the teaching environment, points to the requirement "that teachers function consistently as situational decisionmakers (italics his)."[8] Competent teachers, says Bolster, "make an amazing number of decisions based on predictions about the probable effect of their actions on students' task accomplishment. When teachers are planning, these predictions are anticipatory and based largely on beliefs acquired from previous experience. In classroom sessions, the predictions are made more existentially through a process of giving and receiving cues."[9]

The implications for selection into teaching on the decision-making image lead to a focus on intellectual capacity for the range of decisions, emotional strength to make them, a high autonomy index coupled with a deep sense of personal responsibility, and the performance capacity to carry out the decisions taken.

Teacher preparation would focus on the development of an

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7 David Berliner, "The Executive Who Manages Classrooms," p. 5.
8 Arthur S. Bolster, Jr., "Toward a More Effective Model of Research on Teaching," Harvard Educational Review, Vol. 53, No. 3, August, 1983, p. 296.
9 Idem.

understanding of the teaching role in its decision contexts, academic preparation keyed to the full range of decision frames, clinical training that is reflective and analytical, an emphasis not so much on "modeling" as higher order cognitive process oriented, and likely to appear rather eclectic, especially to those who hold to other images.

The conditions of practice required to support a decision-making image would include teacher autonomy to match the responsibility implicit in the decisions required. Teaching would be learning oriented and require easy access to good information. Good decision making requires opportunities to get good advice and to share diverse perspectives. Considerable flexibility in matters pertaining to curriculum and instruction would be necessary. In short, teachers would need to be well-supported in their decision-making duties and responsibilities.

The Result of Image Confusion? Professional Uncertainty

A great deal of the confusion and conflict over teaching and teacher preparation arises out of implicit or explicit conflict in the images practitioners, policy figures, and teacher educators have of what they mean by teacher. We cannot focus on what needs to be done because we suffer from multiple visions of reality and the future. We either do not make them clear, cannot, or will not. Until we do we will be in trouble, because we will be unable to adopt a common vision that will enable us to proceed.

Harry Judge's recent analysis, American Graduate Schools of Education: A View from Abroad[10], insightfully illustrates these and other dimensions of the problem. He shows how the particular academic orientations of the researchers in these graduate schools leads them away from practitioner concerns and understandings, a point that Bolster reinforces very strongly in his already-cited analysis. Furthermore, Judge demonstrates how the graduate research orientation in schools of education -- because of the undergraduate character of teacher preparation itself -- effectively removes researchers and scholars from the reflective and deliberative tasks of teacher education per se.

I would add my own question to Bolster's and Judge's insights: Why is it that we understand that the graduates of law schools are all attorneys, the graduates of medical schools all physicians, and the graduates of engineering schools all engineers regardless of their particular specialties? Colleges of education do not graduate educators in our or anyone else's eyes; we graduate teachers, administrators, counselors, school psychologists, reading supervisors, foundation scholars and so on. No coherent theme binds us together. No common image provides the glue. We are not one profession.

The four images, however incompletely, imprecisely, and sketchily drawn herein are alive and well in the minds of teachers, policy makers, and teacher educators. But I would urge

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10 New York: Ford Foundation, 1982.

a choice among them, a choice that is, I believe, justified by what we know about teaching and by what ought to be the most appropriate and best image of teacher.

Donna Kerr in an intent chapter, "The Structure of Quality in Teaching," argues that belief and commitment are crucial to the role of teacher. She stresses that our "beliefs and values must be organized as to make them readily available in making judgments and in performances."[11] I could tie this recommendation to Alan Tom's analysis, too, for the image I would recommend to you is itself a value statement, a clear preference based on the complex nature of the responsibilities and the moral duties of teachers serving a free society.

The choice I would urge is to see teachers as decision makers. We are required hourly to make serious value choices. We serve both individuals and society. We work in institutions where real power differentials exist. Our learning and teaching responsibilities are increasingly supported by an empirical research tradition requiring highly situational interpretation.

This choice is based on empirical data (I would argue its faithfulness to what good teachers actually do) but it is also clearly an intentional act, that is, one designed to bring about a situation more in tune with what we as a nation ought to expect of our teachers. It is a choice which would establish the

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[11] Donna H. Kerr, "The Structure of the Quality of Teaching," Philosophy and Education, 80th Yearbook of the National Society for the Study of Education, The University of Chicago Presss, Chicago, Illinois, 1981, p. 89.

conceptual hub on the basis of which all the other spokes of professional role -- principals, superintendents, school psychologists, counselors, and other specialist roles --could come to be defined.

Implications

I would like to explore three implications of the recommendation I have made. The first has to do with the knowledge a decision-maker image would require teachers to acquire. The second focuses on preparation models and approaches. The third implication has to do with selection criteria for teachers. I end with a broad conclusion based on the attention given to the three implications.

What do Teachers Need to Know?

Conceiving of the teacher's role in terms of the complex and weighty decisions teachers are called upon to make establishes a vital frame of reference for addressing the knowledge qualifications of teachers.

First, let us take a look at the kinds of decisions teachers are called upon to make. A partial listing includes:

Curriculum content
Motivating students
Student placement
Instructional process
Evaluation approach
Management of student behavior
Professional obligations
Modes of professional collaboration
Diagnostic strategies
Strategies upon reaching the limits of one's knowledge
Management of academic learning time
Articulation with other parts of the school and school system

Decisions of these kinds have technical dimensions but their boundaries go considerably beyond. Some of them relate more closely to the narrower confines of the classroom per se, while others clearly stand juxtaposed to much larger valuational and purposive frames.

Accordingly, the knowledge required, and the sources of that knowledge, are both substantial and varied. In other places I have sketched out my views of the pluralistic bases for the knowledge teachers require -- empirical, logical, experiential, political, ethical, normative, aesthetic, etc. -- and their four major domains -- a liberal education, mastery of the content areas to be taught, intellectual underpinnings of the profession, and professional knowledge.[12] In the final analysis those several domains, of course, are not neatly separable from one another. Nonetheless, they constitute grounds on the basis of which practicing teachers make highly situational decisions keyed to the emergent circumstances of teaching and learning in the schools of America.

I feel it is important to stress that this conception of teaching is both analytic and intellectual. It presumes the application of sophisticated intelligence. It assumes a capacity for reflection and thoughtfulness. It comes close, for instance,

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[12] Hendrik D. Gideonse, In Search of More Effective Service: Inquiry as a Guiding Image for Educational Reform in America, Cincinnati: The University of Cincinnati, 1983, Chapters One and Six.

to a conception advanced by Anthony Hartnet and Michael Naish in their stimulating discussion of moral and political issues in the education of teachers which they conclude with an exposition of what they call the "critical perspective," one that

> lays emphasis on the moral and empirical complexities of educational practice, on the importance of the tacit elements in complex human activities, and the importance of knowing how little is known.[13]

Preparation Models

If teaching depends on intellect and analytic capacity what, then, is to be made of the tremendous emphasis teacher education has placed on field experience and practica? Why do we talk so much about apprenticeship models in the training of teachers? How should we understand our students' own enthusiasm for their practice teaching experience in the light of empirical evidence which suggests that the net effect of these experiences is to produce premature closure on and less-than-reflective application of lower-level instructional strategies?

A decision making image of teaching would suggest a rather different frame of reference for thinking about such matters. In discussions within teacher education circles one can often hear

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13 "Technicians or Social Bandits? Some Moral and Political Issues in the Education of Teachers," in Teacher Strategies: Explorations in the Sociology of the School, Croom, Helm, London, 1980, pp. 267-268. At first glance, that might seem contradictory to the earlier claim that a great deal needs to be known and, indeed, can be. The contradiction is a surface phenomenon; much can and needs to be known, but the specifics of the moment have a peculiar way of defying being known and, therefore, intentionality (read "decisions and action") looms large, indeed.

references to terms like "apprenticeship," "field-based," and "clinical." How should we understand such terminology in the light of the decision making image?

The concept of apprenticeship has a long and interesting history. Apprenticeships have been the choice preparation model for crafts where behavioral models -- watching masters perform the skills -- and great amounts of closely supervised practice in the performance of those skills clearly worked.

The concept of close supervision was essential. English reform legislation pertaining to apprenticeship, for example, provided that any master with three apprentices also had to employ a journeyman. What is of interest here from a preparation perspective is not the protection of journeymen against the exploitation of apprentices, but the small number of apprentices that triggered the protectionist requirement. Anyone who talks about apprenticeship models applied to the preparation of teachers who would sanction anything more than a three or four to one ratio of clinical supervisor to student teachers on an FTE basis (that is, one fulltime supervisor for each three to four student teachers) either does not understand apprenticeship as a concept or is guilty of hopeless inconsistency. Of course we do not even come close to such figures. States like my own which have launched significant reforms in teacher education have felt lucky to be able to define and pay for 14:1 ratios for such activities.

Let us look at a real apprenticeship program. I would guess it will come as a surprise to many (as it did to me) that electricians in apprenticeship programs in Cincinnati spend more hours[14] in class instruction than University of Cincinnati secondary education students do in the didactic portion of their secondary professional training program (which is half again as extensive as the average program nationally). Furthermore, the apprentice electricians spend a full 8000 clinical hours under the direct supervision of journeymen electricians, nearly 27 times the equivalent clinical experience in student teaching! Moreover, no journeyman may ever assume responsibility for more than a single apprentice; the ratio, in other words, never exceeds 1:1! Such analytical comparisons may not be wholly fair; they are certainly provocative! In a sense, then, we have been kidding ourselves by veiling our discussions of teacher preparation in language whose full import we would not dream or could not hope to realize.

More importantly, from the decision making perspective, we would have seriously to reconsider the appropriateness of our clinical training on other grounds. If teaching has the character suggested by the image, watching it being done by others and shaping one's own behavior accordingly would have to be recognized as hopelessly inadequate.

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[14] 660 as compared to 510!

Clinical experiences on this model would need to be understood to be of value only if there were full opportunity to explore the elements and underpinning rationales for teacher intent, planning, situation sensing, plan modification, performance, evaluation, and evolving conceptualization of the composite teaching activity, and then opportunities for self-trial under carefully controlled circumstances. Such an understanding of the route to preparation involves much more than total immersion, trial and error, or observation. It requires intensive, reflective, analytical interaction between teacher and intern. If any of this makes sense, then very serious re-thinking of the clinical sites, the nature of the interactions between practitioners, faculty, and students, and the instructional, clinical, and mediating resources needs to be undertaken.

Selection into Teaching

There are, of course, two crucial points of entry into teaching. The first is entry into teacher preparation; the second into employment. They are not the same, but it should be readily apparent that the decision making image of teacher has powerful implications for the qualities and qualifications of those entering for training or for practice in the profession.

The image suggests the importance of breadth and depth of preparation, of intellectual agility, of moral clarity and purposiveness, and not a little bit of courage. I have no doubt and considerable evidence that the more self-conscious and reflective teacher education programs now add far more value to

our students than we ever did before and, furthermore, are far more effective screens than they ever used to be. Still, for a variety of reasons we are all deeply concerned about, the attractiveness of the profession to persons who have the qualifications and qualities rehearsed above seems to be drastically diminishing.

A Conclusion

I have no doubts about what the profession of teaching can become. The limits of our power and professional feasibility are, in fact, far beyond the level of current performance and practice. What kinds of break-throughs are required?

The two most important, I would submit to you, are, first, the level of our own conviction as to the desirability of moving. That desire will find expression only through our willingness to define and implement incentives to recruit, train, induct, and retain highly able people in teaching. Second, those who govern public education must exercise their power to insist that what is known about teaching, teacher education, and the requisites of effective schools be applied, as appropriate, by those who are responsible for selecting trainees and preparing them and those who select teachers and operate schools.

The conditions of practice, therefore, are the place to look first if the image recommended here is ever to be fully realized. Those conditions include salaries, career paths within teaching, the design of schools that reflect the requirements of collabor-

ative professional practice, and workloads and other related conditions which clearly express the intellectual and humane purposes for which schools ought to exist.